

JULY 1916

THE
HOPKINS
ARMS



PALMAM QUI
MERUIT FERAT

PUBLISHED BY THE STUDENTS OF
HOPKINS ACADEMY
HADLEY, MASS.

VOLUME VII.

NUMBER 1

SENIOR NUMBER

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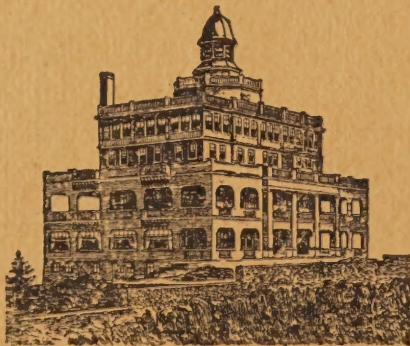
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THE HOPKINS ARMS

Issued monthly by the students of Hopkins Academy, the public High School of
Hadley, Massachusetts

Vol. VII. No. 1

JULY, 1916

THE HOPKINS ARMS

The official organ of the Public High School of Hadley, Mass., known as Hopkins Academy.

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**PALMAM QUI
MERUIT FERAT**

New Board of Editors for 1916-17

CHARLOTTE BARLOW, 1917, News Editor-in-Chief

MYRON SMITH, 1917, Literary Editor-in-Chief

FRANK KOKOSKI, 1917, First Assistant

FLORENCE WHITE, 1918, MAE TOOLE, 1918,
Alumni Reporters

JULIA KELLEY, 1917, Exchange Editor

GEORGE EDWARDS, 1917, RENA GARDNER,
1917, Athletics

JOHN DEVINE, 1918, Agriculture

HELEN MILLER, 1918, Household Arts

OLIVE COMINS, 1918, Art Editor

DONALD COOK, 1917, GRACE MONTGOMERY,
1918, Locals, Jokes

FRANK DIXON, 1917, Business Manager

E D I T O R I A L S

This issue of the ARMS is called the "Senior Number," in honor of the members of the Class of 1916. The school is always proud to see such a fine group of pupils graduate from these halls; but she is also sorry to have them leave. Nineteen sixteen has been a banner class all its years in Hopkins. May the lower classes revere its members and follow in their lead.

The new board of editors begin work on this number of the ARMS. They expect the same loyal support from the school as in the past. Their motto is: "Hopkins expects everyone to do his duty."

In this number, will be found the Senior class day and graduation parts, along with full account of Commencement Week. Extra copies may be obtained from Manager Dixon.

The Mandolin Club has acquitted itself well, especially when the shortness of the lesson period is considered. It is hoped that a school orchestral club may be started next year including besides the mandolins and banjos, guitars, violins, clarinets, and anything else from a harmonica to bass viol. Every one keep this in mind and practice up during summer on his particular instrument.

We notice the gift of the 25-year reunion class with due thankfulness and praise. It shows that the alumni have not forgotten the old school in all these years. And we certainly need the chairs!

The graduation address, "The Call of the Wild," given by Prof. Grant of Smith college was full of good things and of benefit to all those fortunate enough to hear it.

LOCALS

By special request, Mrs. Austin Cook, on Thursday, June 8, read before the school, a very interesting paper on "Hadley of Today." Mrs. Cook read this paper at the recent Pomona Grange, where it was well received and gave a better idea of Hadley to both strangers and natives.

On Thursday, June 15, about sixty pupils assembled at Mt. Holyoke for the annual school picnic.

The morning was spent in looking over the summit house and observing the surrounding country. At noon all ate their lunch together under the trees.

A short time after dinner, everyone met at the rear of the house for some amusing races. The winners were as follows:

Fat Girls' race, R. Gardner first, F. Burke, second.

Fat Boys' race, D. Cook, first, W. Dwyer, second.

Thin Girls' race, M. Bemben, first, C. Kremensky, second.

Thin Boys' race, F. Dixon, first, E. Mazeski, second.

Sack race, F. Dixon, first, F. Cook, second.

Boys' three-legged race, F. Cook and Phillips.

Girls' three-legged race, O. Comins and G. Montgomery.

The judges were Miss Smith and Miss Bliss.

At 3 p. m. all joined in a "sing," which is becoming more and more popular with "Hopkinites." After this, which lasted nearly an hour, all started home, some in vehicles, but the majority on foot. All agreed that it was a most enjoyable picnic and that they were very proud of their beautiful Connecticut Valley.

C. L. B.

Hopkins Prizes

The value of any prize is measured by the encouragement it gives to endeavor, the value it places upon excellence and the knowledge it gives that the reward is for work well and faithfully performed. The prizes given at Hopkins are of unusual value to the institution.

The Lane Prize for speaking rewards effort, encourages excellence and stimulates interest in a branch of education so often sadly neglected in school and college.

The School Spirit Trophy presented by the class of 1910 assists greatly in fostering school spirit: that is a spirit of doing and working for Hopkins. Each class strives to gain the honor of having its numerals inscribed on the cup. Scholarship, deportment, athletics and work for the school are considered in the awarding of this prize. The record of award follows:

In 1914, to the class of 1915.

In 1915, to the class of 1918.

In 1916, to the class of 1917.

The Athletic-Scholarship Medal is a prize that has encouraged many boys to do their best not only in athletics but in scholarship. It is awarded each June to the member of the school who has, during the year, obtained the highest average in athletics and scholarship. The record of the awards of this medal follows:

In 1910, awarded to Charles L. Crosier, '12.
 In 1911, awarded to Charles L. Crosier, '12.
 In 1912, awarded to Charles H. O'Leary, '13.
 In 1913, awarded to Carl E. Morton, '15.
 In 1914, awarded to George R. Edwards, '17.
 In 1915, awarded to Frank J. Kokoski, '17.
 In 1916, awarded to Donald H. Cook, '17.

James Robert Ryan Prize

Few high schools are so fortunate to have a prize such as the James Robert Ryan Prize. This prize is bound to stimulate pupils to do better work in their studies and to be more useful members of the school. It holds up to the students the value of scholarship, effort and good school citizenship. Following is the report of the committee on award:

JAMES ROBERT RYAN PRIZE

In 1915, Hopkins Academy received a gift of \$500 from Mr. Patrick Ryan of Russellville. The gift is a memorial to his son, James Robert Ryan of the class of 1894. The income from the fund is to be known as the James Robert Ryan Prize, to be given annually to the member of the graduating class whose four years record entitles him or her to honor through scholarship, effort and good influence on the school. The first award of \$25 is given to

EVERLYN ANNE LESTER

of the class of 1916. Miss Lester's record well merits reward. She has led her class in scholarship, has been a faithful, unselfish worker for Hopkins, has had an influence for good on class and school, and is held in high esteem by the students and faculty.

John W. Clark,
 Rufus M. Smith,
 Elam S. Allen,
Committee on Award.

School Calendar, 1916-1917

Schools opens Tuesday, September 5.
 Columbus Day, October 12.
 Thanksgiving recess.
 Christmas vacation:
 School closes Thursday, December 21.
 School opens Tuesday, January 2.
 Washington's Birthday, Tuesday, Feb. 22.
 Spring vacation:
 School closes Thursday, March 22.
 School opens Tuesday April 2.
 Patriot's Day, April 19.
 Memorial Day, May 30.
 Graduation, Tuesday, June 26.

COMMENCEMENT WEEK

Hopkins Academy 1916

Friday, June 16	Farewell at School
Sunday, June 18	Baccalaureate Day
<i>Local Churches recognize as is fitting</i>	
Monday, June 19	Class Day
2.15 p. m.	Class Exercises
8.00 p. m.	Alumni reunion
Tuesday, June 20, at 8 o'clock p. m.	
Graduation at Town Hall	
Reception to Class and Friends	

Class Day, June 19

Because of the rain the class day exercises were held in the assembly room. The exercises were much enjoyed by a gathering which completely filled the room.

The program follows:

President's Address of Welcome	Francis C. Reynolds
Class History	Grace E. Russell
Class Prophecy	Margaret B. Johnson
Prophecy on the Prophet	Delphina C. Barlow
Selections from the Mandolin Club	

THE HOPKINS ARMS

Class Will

Dorothy H. Hoffman

Charge to the School

Marion C. Lawrence

Juniors Farewell to 1916

George Edwards

Selections from the Mandolin Club

Dedication of the Class Tree

Myron S. Gale

The dedication of the class tree took place out of doors. The tree selected by the class is a handsome rock maple east of the tennis court.

The alumni baseball game could not be played because of wet grounds.

The Household Arts department had made plans for an out door exhibition. With Mr. Roberts' help booths had been constructed.

The rain caused a change in the plans but the exhibition in the cottage was found by many to be interesting. It showed too the ability of the girls of the department and the value of the instruction.

Address of Welcome

F. Reynolds

The class of 1916 join heartily in extending to you a most cordial welcome. As this day makes an epoch in our lives, we are pleased to have so many friends, relatives and alumni here to enjoy these exercises with us, on these grounds which have so many pleasant associations.

Today we have nearly reached the goal, which has been ahead of us for four long years. We especially welcome the alumni for it is you, who can more fully realize what today means to us. For you too had here your struggles in studies and sports and gained your little successes on the field or in the class room.

We have had the honor of completing our course in this school so rich in ideals and tradition. We realize that this is a

privilege which few will ever enjoy and this fact makes it all the more appreciated.

To the trustees and townspeople we extend our sincere welcome. We are pleased to show our gratitude for what they have done for us and are doing now for Hopkins.

We should be sorry not to have the members of our faculty present. To each we wish to express our appreciation for the patience, kindness and assistance they have so bountifully given us in our years here.

Alumni, and citizens of Hadley, and all who have an interest with us in Hopkins, you are cordially welcome to these exercises.

Class History

The class of 1916 cannot leave Hopkins without letting you know a little of the history connected with four such happy years so well spent here.

On September 3, 1912, twelve little Freshmen entered Hopkins. After meeting the teachers and deciding on the courses we wished to take, a class meeting was held and the officers were elected for the coming year.

We started in our first year with studying and now and then a social mixed in. As each class entertained once during the year, it fell to our lot to entertain in April. In May Mr. Heald who was then principal of the school took the Freshmen Science class which included all of our members to Mount Tom for a day's outing. After spending a very enjoyable day we decided that when we were Seniors we would have a class picnic up there after graduation.

The first year went very fast. Before we realized it, June had come. We had however, lost three members of our class, Joseph Peltz, Roger Mina and Napoleon Pitcher.

Vacation went very quickly and we were soon back at Hopkins as Sophomores. In order to raise money for the many needs of the Athletic Association we were given

charge of a concert. In May the class with Miss Davis went on a picnic to Hockanum.

Before school closed in June, Mr. Heald resigned his position as principal. Mr. Reed came to take his place. Also during the spring Miss Cook sailed for France and Miss Woods came as her substitute.

September 1914 saw us back at Hopkins as Juniors. This time we had three more members in our class, Dorothy Hoffman, Walter Ahearn and Frank Burek, making the number twelve again.

Miss Jones and Miss Alexander did not return. Miss Smith and Miss Bliss took their places. Miss Bliss being at the head of the Household Arts Dept., which had just moved into its new home, a much needed building.

A Hallowe'en party, some English plays, the Junior Promenade and our annual class picnic were some of the things that the class enjoyed most in our Junior year.

Last fall we were again back at Hopkins, but this time as dignified Seniors. Two members of the class did not return. There was one change in the faculty, Miss Giles taking the place of Miss Davis.

On October 27, we had a bacon bat on the river bank in honor of two members of the class whose birthdays happened to fall on the same day.

In November we arranged for the Amherst College concert. Our social came in February. Since we were very busy thinking of essays and graduation, our school days were over before we realized it. But graduation does not end the commencement activities for we go to Mount Tom on Friday for the picnic we planned when we were Freshmen.

June is at last here and we are loath to leave Hopkins. Altho' the history of 1916 as a class ends with graduation, and only a certain few will remember it, we hope that the history of each individual in the future will be such that it will always be remembered and each one will be guided by the class motto, "Not for Ourselves Alone."

Grace Russell.

Prophecy of the Class of 1916

The statement that I was to write the prophecy of the class of 1916 came as a great blow to me. I had fully expected the Class Ode to be my part and, in fact, had even started writing it. I cannot refrain from giving the first line as it seems to me unusually fitting. It was this, "With a tear in my eye, I bid you goodbye."

At first, I did not know how to go about writing a prophecy, but finally I remembered that in previous years the prophets had either dreamed about the fortunes of their esteemed classmates or had found said fortunes all written out for them on mapleleaves. This seemed easy enough but after three successive nights of the most horrible nightmares, I became a little worried and decided to try the maple leaves. Here again, I was doomed to disappointment. After spending a great deal of my valuable time in carefully examining thousands of leaves I gave up in disgust.

But one night as I was hurrying past Hadley's well known hotel to make one of my numerous visits at my relatives, I was startled to see a queer looking old man with long white hair come toward me.

I politely asked him what he wanted and was surprised enough to see that he had on quaint old colonial clothes and that he looked familiar in some way. I could hardly believe my ears when he said that he was General Goffe, the Angel of Hadley, altho' I saw at once that he resembled the picture I had seen of this noted man.

I must have looked puzzled and somewhat skeptical as he immediately began to explain himself. His conversation as near as I can remember it was as follows: "I am really General Goffe's ghost altho' I do not wear a sheet and pillow case, as you Hopkins pupils seem to think ghosts do. Only those people who have never doubted the story of my having saved Hadley can ever see me and not even those unless the cause is very

urgent. I am the only person who can prophecy for your class as its members are so gifted that they could do any number of things with equal success. However, I am absolutely sure that what I tell you will prove to be correct: so listen carefully.

"After several years more of the most painstaking study at Hopkins your respected president, Frank Reynolds will be obliged to leave on account of brain fever. By the time he has recovered from this dreadful disease, he will never want to see a book again, and will go into business. On account of his natural aptitude for distinguishing different kinds of cloth, he will rise from the position of a struggling young clerk until the name of Reynolds and Company will appear over the door of the largest dry goods store in New England. His pet hobby will be the study of rocks and in time he will even be able to tell the difference between trap rock and sandstone.

"Delphina Barlow, commonly known as 'Piney' will be the only one in 1916 to go on the stage. Before the end of five years she will rival Mary Pickford as a movie star and at the end of ten years will receive a great honor, the votes of thousands of movie fans who consider her the most popular actress in America. Delphina will write a Hadley play the proceeds of which will be used for the theatrical wardrobe at Hopkins. The opening scene of this play is laid in the Blissful village of Hockanum in the month of May. The Reeds are shaking in the wind, the Smith is hammering patiently away at a tough problem, the Cook is brewing a French stew and a black-haired lady smiles sweetly at a man who stands in a puddle by a hen coop, looking dolefully at one lone rooster as he gives his last crow.

"Your intellectual member, Ellen Callahan, will graduate from Smith College with very high honors and then go to Germany for still more study. Besides being a professor of English she will be known as the author of many interesting books, such as, 'One

Thousand Reasons why English Should be Taught in High School,' and 'The Mental Stimulus Obtained from Virgil.'

"Chester Smith will gain fame as a clown in Barnum and Bailey's circus. His pictures will be on all the posters and he will soon be better known than Charlie Chaplin is at present. He will be most famous for his sleight-of-hand tricks which he learned at Hopkins while trying to pass small wads of paper to a certain young lady.

"Everlyn Lester will run the most exclusive dressmaking establishment in New York. Part of the success of this undertaking will be due to the great facility with which Everlyn speaks the French language. She will make annual trips to Paris and will always visit Mademoiselle Racine, your French correspondent. Mademoiselle Racine will never fail to ask after her 'chers eleves' as in bygone days. Once in five years Everlyn will come back to Hadley out of the goodness of her heart in order that the future young ladies of Hopkins may never be more than five years behind the times.

"After Marion Lawrence has recuperated from the grind at Mt. Holyoke, she will teach the fascinating French language for several years. Her sole recreation will be touring around the country in her Pierce-Arrow. And as she speeds quickly from place to place, a poor lone aviator will be seen far up in the sky, following his idol as best he may. 'But who is he and doesn't he ever catch her?' I asked. "Hush child," the old man replied, "there are some things my old eyes can't see. I only know that his aeroplane will sometimes be seen tethered in one of the cow pastures in Hartsbrook.

"The class infant, Myron Gale, will spend the rest of his days in Belchertown, which he considers the most beautiful city in America. He will be one of these new-fangled farmers and will doll up as if he was still going to Hopkins, just to milk his cows. He will make his fortune with a wonderful

pig called 1916 and will live happily ever after, of course.

"Dorothy Hoffman will be the first member of 1916 to get married. In fact, you will receive the announcement of her engagement by the end of three months. All of the class will be in the wedding party and needless to say, Frank Reynolds will be the best man. 'Dot will never forgive me if I don't find out more about her future partner,' I thought to myself, so I piped up, 'I beg your pardon, but what is this man's name and what does he look like?' The ghost gazed vacantly at the nearest elm and then said, "The name is beyond me. All I can say is that he will have beautiful feet.

"Of course, every class must have at least one missionary, and 1916 will prove no exception to the rule. Grace Russell will be known as the 'musical missionary from America.' She will be able to accomplish immense good by being able to give the dear little heathen piano lessons in addition to their study of the Bible. She will also compose a rousing Hopkins song of which you are sadly in need. It will start like this: 'Oh Hop---' Shades of King Charles! My throat feels worse than it would have if they had caught me in England 250 years ago."

I considerably slipped a little distance away to give the old general time to recover from a bad coughing spell. I really thought he was going to cough his head off—that venerable head with its flowing beard that he had been at so much trouble to preserve. His long sojourn in Parson Russell's chimney hiding place had no doubt made him sensitive to climatic changes, I thought. During our talk we had walked under the old elms, completely around the square and were once more near our starting place on the wide West street. When the old man's coughs no longer sounded near me I turned to ask him for my own prophecy and was shocked to see him just entering the hotel. Whether he still lived there or was just going in to get

something for his cough I could not ask. Anyway he was a dear old Angel to me and I believe in him more strongly than ever.

Margaret Johnson.

Prophecy on Prophet

One day, while I was visiting friends in Boston, I came upon a copy of the HOPKINS ARMS, dated June, 1926. I was very much pleased to see a copy of this, as it seemed like meeting an old friend. I sat down immediately to read it and about half way through the paper, I found something which interested me very much.

The interesting piece began, "Margaret Johnson, Hopkins Academy, 1916, gave a very interesting Equal Suffrage lecture, Tuesday evening, May 20, at the Village Hall in Hockanum, Massachusetts. It surprised me greatly to find my old friend Margaret in this kind of work, and reminded me of the great interest she took in this movement during our school days.

I was eager to read further but just then I was interrupted and had to lay aside my paper. I took good care not to put it with the other magazines as I could not think of losing so valuable an article.

I was unable to get a chance to read again until evening, and then I went off where I should not be disturbed. Upon reading further, I found that Margaret after leaving High School did not go to college as she had expected, but went home to live with her parents. Later she took up suffrage work and made tours to all parts of the United States delivering lectures and getting material for the books that she was writing both in English and in French on this subject.

At the end of the article I found that Margaret was to continue this work after her marriage on September seventh. At last Margaret was to be married, but as the article did not tell who was to be the lucky

man, I decided to start the next week for the village of Hockanum to visit my old friend, Margaret Johnson.

Delphina C. Barlow.

Class Will

Know all men by these presents, that we, the class of one thousand nine hundred and sixteen, of Hopkins Academie in Ye Olde Towne of Hadlie, County of Hampshire, Commonwealth of Massachusetts being about to leave the portals of the aforesaid Academie forever, do hereby draw up this instrument, and declare it to be our last will and testament. We bequeath the following articles to have and to hold forever, requesting only that the memory of our class be cherished by those who are the recipients of the bequests.

First—To the almost Senior class, we grudgingly leave the seats in the back row of the main room. We trust that when occupying these seats of honor they will feel their responsibility, and lay aside all frivolity, and following the example of 1916, always conduct themselves with a propriety befitting Seniors.

Secondly—To the class of 1918 we bequeath an excellent prescription warranted to reduce lumps, even the largest, on Sophomoric foreheads. We recommend that this remedy be extensively used during the summer months for the benefit of themselves and the school in general during the coming year.

Thirdly—To the Freshmen we render our congratulations on becoming Sophomores and may they realize how fortunate they are to have three years of Hopkins life still before them.

Fourthly—To the boys' sextette we leave an introduction to the Metropolitan Opera where we feel sure they will make their mark in such pieces as the sextette from "Lucia" and the quartet from "Rigoletto."

Fifthly—To the *majority* of the boys in school we leave an automatic hat raiser. When meeting any of the girls the hat is raised mechanically without any physical effort whatsoever on the part of the boys. We are in great need of some such device, and we trust that it will produce the desired results.

Sixthly—To the baseball team we leave an introduction to the Boston Red Sox where we are sure they will be welcomed with open arms.

Seventhly—To George Edwards we leave a dictionary dealing chiefly with the pronunciation of names connected with the Panama Canal.

Eighthly—To Myron Smith we leave an interesting book entitled "Pleasures Derived from a Flower and Vegetable Garden." We hope that this will rouse his lagging interest in the subject, and free Mr. Burke's mind from care.

Ninthly—To Rena Gardner we leave a small safe, so that in the future when carrying on the business of the class, she may be spared the trouble of carrying valuable but cumbersome articles about with her.

Tenthly—To Agnes Burke and Margaret Powers we leave a ream of paper so that they will be well supplied to carry on their favorite occupation of note and letter writing during the coming year.

Eleventhly—To William Dwyer we leave a book on class room etiquette emphasizing such phrases as "Do not interrupt the teacher" and "Refrain from comments while others are reciting." We cannot but hope that someday William may become a senator for we feel sure that he would be highly successful in a filibustering campaign.

Twelfthly—To Mr. Burke we leave a cedar chest in which to lay away in lavender his gray striped coat. It has done faithful service, and we know that he regards it as an old friend from whom he hates to part, but because of this faithful service it deserves a rest.

Thirteenthly—To Miss Cook we leave our thanks for her kindness and patience with us during our entire course. Some of our French must have indeed been painful to her. Good health and much happiness to both her and Mademoiselle Racine!

Fourteenthly—To Miss Smith it is our especial pleasure to donate a pass to the United States Senate, where she may expound her pet theories to the everlasting benefit of the country, namely, equal suffrage and better laws regarding municipal government with especial stress laid on the governments of Holyoke and Hadley. We know that this will do a world of good, for the senators will one and all be captivated with her sweet smile and persuasive manner, and do their utmost to pass any measure she demands.

Fifteenthly—To Miss Giles we leave a box of specially prepared chalk, which makes without undue muscular exertion a mark heavy enough to be seen at least ten feet away. With this we also leave out thanks for her forbearance with our extreme volubility during the past year.

Sixteenthly—To Miss Bliss we extend our hearty congratulations and best wishes for the future, requesting only that she will not be as stern with a certain resident of Hockanum, as she was with the loquacious but innocent Seniors in the main room.

Lastly—To Mr. Reed we leave a small book of jokes, as we feel that his old supply, while excellent, is nearly exhausted. We also beg leave to advise that if he were to publish his formula for optimism and good nature, his fortune would be assured. We close hoping that Mr. Reed may remain many "another fine day" under the shade of Hadley's "beautiful trees."

Duly signed and sealed this nineteenth day of June, in the year of our Lord, one thousand nine hundred and sixteen.

Lady Eileen Callahan Fitzhugh Gregory
Monsieur Francois Paquin-Worth de Reynolds
Madame Mariane Cowles-Lawrence Homer

Delphene Barlowe Pickford
Lady Margaret Burroughs-Johnson Kipling
Signor Leonardo de Galieo
Grayce Russelle Astorbilt Gould
Mademoiselle Evelynne Annette Lestere
The Hon. C. Austin Smythe Wilson

We, as witnesses declare the foregoing instrument to have been duly signed and sealed in our presence on this nineteenth day of June, A. D. one thousand nine hundred and sixteen.

Long Tried Royal Odysseus
Monsieur Perrichon
Jerry Cruncher
Per Dorothy H. Hoffman.

Charge to the School

We, the class of 1916, are about to set sail from our beloved four year anchorage at Hopkins. Altho' we have looked forward to a new port, yet we cannot help but feel saddened at the thought that our course is ended and our places are to be left to others. We feel that a word of warning should be given to those who are to continue their studies, in order that they may not make the same mistakes that we have. In our Freshman year we chose a motto, which was "Nón nobis solum" meaning "Not for ourselves alone." I will candidly admit that we have not all lived up to that high standard of generosity, nevertheless, we might have made greater mistakes without it.

Remember that your education is not wholly for your own improvement but to elevate society in general. America is called the land of opportunity. One reason for this may be the many and varied openings for training in all walks of life.

Hopkins, altho its enrollment may not be large, offers courses which are diversified enough to enable pupils of many different tastes to get a good start in their life work. We shall always recall our high school

days with a great deal of pleasure. We hope especially that the present Junior class will thoroughly appreciate their privilege of attending Hopkins one more year, and that they will strive to fill our places as well as we have, if they can. There is no doubt in our minds that the Sophomores are capable of becoming Juniors if numbers are considered anything. May the Freshmen realize the heavy responsibility with which they are about to be endowed, that of becoming Sophomores.

The class of 1916, will always watch with interest and affection the activities of the academy, and when we have become members of the Hopkins Alumni, let it be our greatest desire that our love for our Alma Mater may never waver, nor our interest ever lessen.

Marion Cowles Lawrence.

Dedication of the Class Tree

Sons and daughters of Old Hadley: We are glad to see so many of you here, for it shows us that you are interested in our commencement exercises.

The custom in past years of dedicating class trees is one worthy of being passed on. Therefore today June 19, 1916, we are gathered here to dedicate this beautiful rock maple tree to the class of 1916.

This tree which was planted by Doctor Bonney, has lived and thrived on Hopkins soil. Notice that its branches extend not only upward but also outward in all directions, this making the tree broader from year to year. Should not we, too, develop all our talents and abilities from year to year in such a way as to make our lives broader, richer and therefore more helpful to our fellowmen?

This maple will by a trysting place for our class when we visit our Alma Mater in future years. Now as we place our class

numerals at the foot of this tree, let us think of Hopkins, her place in Hadley and the obligations we owe to her. May we all give credit to her and feel prouder and prouder of her each year.

Myron Gale.

Alumni Reunion

The alumni association of Hopkins academy held their annual reunion in the main school room Monday night, June 19. The platform was decorated with laurel and large jars of field daisies with the large Hopkins banner, given to the school by the class of 1916, suspended at the back of the platform. In the receiving line were Miss Carrie Marsh, Miss Edna Sanders, Mrs. Luther Barstow, Mrs. Charles Abbott, and Miss Bridget Ryan.

The following officers were elected for the coming year: President, Emerson Searle; vice-presidents, Miss Ruth Smith, Miss Katherine Callahan and Miss Elberta Wadsworth; secretary, Miss Grace Sabin; treasurer, Leslie R. Smith; prudential committee, Maxwell Clark, Henry Cook, Mrs. C. R. Elder, Miss Stella Davis, Fred Pelissier and George Johnson.

There was a program of music and speaking which comprised selections by the alumni quartet, Messrs. Maxwell Clark, Dr. F. H. Smith, Henry Cook and Emerson Searle, and selections by the Hopkins Mandolin club. Principal Reed spoke of the work of the school the past year and of two gifts given to the school, a large Hopkins banner by the class of '16, and a lantern with money for slides, by the class of '17. He was followed by George Johnson of Holyoke, of the class of '91, who, in behalf of the class, presented the school with 60 chairs. John Hammond, president of the board of trustees, accepted the gift for the school. Mr. Hammond then presented the school with a framed catalogue of Hopkins academy of the year 1818. Thomas Hickey, president of the Alumni

Association, welcomed the class of '16 to the ranks of the alumni and a response was given by the president of the class, Frank Reynolds. Dr. F. H. Smith spoke of some improvements the trustees hoped to be able to make this year and gave suggestions as to what the alumni can do for its Alma Mater.

The president then called on the following persons, who made brief remarks: Mrs. W. G. Dwight of Holyoke, Mrs. Harold West, Everett Richards, Miss Mildred Jones and John Callahan. The audience then sang "America." The principal speaker of the evening was Dr. George Dawson of Hartford, who took as his theme, "Mental types in education and occupation." The program closed with a duet by Dr. F. H. Smith and Maxwell Clark. Refreshments of ice cream and cake were served, after which many went to the alumni gymnasium where dancing was enjoyed for two hours. Atkins' orchestra furnished the music.

Graduation

The graduation exercises took place in the town hall Tuesday evening, June 20. The hall was tastefully decorated by the Juniors, who also decorated for the Class Day and Alumni exercises. Miss Readio, supervisor of music, supplied an orchestra, consisting of two violins and a 'cello, for the Senior March. Mr. Knipfer, Mandolin Instructor, also furnished music.

The Program

Senior March
 Chorus—March of the Toreadors *Bizet*
 Declamation—Washington's Foreign Policy
 William McKinley
 Chester A. Smith
 Banjo Duet—Medley of Home Songs
 Armstrong
 Miss Charlotte Parsons and Mr. W. C. Knipfer
 Essay—Woman's Place in the Present War
 Everlyn A. Lester

Boys' Double Quartet—Uncrowned Kings
 Loomis
 My Old Kentucky Home
 Foster
 Essay—Americanism
 Ellen E. Callahan
 Girls' Glee Club—Carmena *Wilson*
 Mandolin Solo—The Holy City *Adams*
 Mr. W. C. Knipfer
 Address
 Prof. Elihu Grant
 Presentation of Ryan Prize, Class Cup and
 Athletic Scholarship Medal
 Granting of Diplomas
 Mr. Clifton Johnson
 Chairman School Committee
 Chorus—The Lord is Great *Mendelssohn*
 Mandolin Club—Esther-Helen Waltz
 Knipfer
 Jubilee Polka
 Armstrong
 Hail! Hopkins, Hail!
 School and Audience

Mr. Elam S. Allen, for the Trustees, presented the James Robert Ryan prize (\$25) to Miss Everlyn A. Lester. The class cup was awarded to the class of 1917. Donald Cook, of the same class received the Athletic-Scholarship Medal. This will make three years in which some member of 1917 has been awarded the medal.

After the exercises the graduates received their friends under their motto "Non nobis solum."

Woman's Place in the Present War

Demands upon women in war time have greatly changed since the days of our fathers. Then they were called upon to suffer; now to serve the great cause of humanity. Of course there is the same suffering to be endured in the present war. Women must always see their husbands, sons, fathers and brothers leave for the front; they must anxiously watch for reports of injury and

death, the while enduring the tortures of suspense. But in addition to this suffering, the higher aim of women today is public and national service.

As in the past, at the first declaration of war, woman's energy was immediately centered in relief work. The spirit of self-sacrifice in this work was prevalent among the Belgian women. When their towns were seized, their homes burned, and their own people massacred, they established hospitals for the wounded. These places of refuge were also opened to the wounded German soldiers, and all were treated equally.

Everywhere, women concealed their suffering by hard and faithful work, being always kind and sympathetic. An American woman who was in Germany during the first few months of the war tells of a very interesting incident. A German woman striving to overcome her sorrow, was acting as a nurse in a hospital. Among those she attended was a young French soldier who had been fatally wounded. He called for his mother continually and his nurse, remembering her own son at the front, was very kind to him. At his death, moved by the common bond of motherhood, she wrote a letter to the young man's mother telling her how kindly he had been treated and what excellent care had been given him. "I, too, have a son at the front," she wrote, "would that I knew where he was and how he fared!" This is one of the many incidents, unnoticed by most people, yet happening daily, showing the spirit of those who are made to suffer so much.

A great deal of aid has been given to sufferers of the war by American women. Branches of the Red Cross Society, the Woman's Emergency Corps and other societies have sent ships equipped with hospital supplies, to Europe. Many have offered their services as nurses and are now doing works of mercy in the frontier districts. Other American charities have assisted in various ways. They have provided food and clothing in

large quantities. Large sums of money have been contributed and used for the establishment of homes for children made homeless by the war.

In Russia, women have sought to aid the nation by service at the front. During the year 1915, there were about four hundred women enlisted in regiments in Siberia. Many of these women by deeds of valour, proved their bravery and courage equal to that of the men. Although possible in Russia, in no other country would it be probable that women would serve in the army. For there, women work at the same occupations and enjoy the same liberties as men.

There are, however, other means of assistance as important as fighting. European women have proved this by showing the importance of maintaining the industries of the country. In France, the telephone and telegraph system is operated almost wholly by women. On account of the lack of horses, automobiles and trains which are being used for war purposes, the telephone and the telegraph are almost the only means of communication available. It may be seen that this work is very important and without it, the country would suffer severe losses. In addition to this occupation there are now twenty five thousand women working on French railways. In answer to a question as to their efficiency, an official replied that the service now given was much more satisfactory than formerly. The cars are scrubbed daily and there are no more unsanitary car platforms. "Altogether," he said, "the women are continually giving lessons in cleanliness and courtesy."

In England, the ammunition factories are operated to a large extent by women. Men at the front realize the advantage of knowing that ammunition is always forthcoming. British women are also serving as railway employees altho not as extensively as in France. They also control many factories, the loss of which would mean lack of food and clothing.

Much credit must be given to the peasant women of every European nation. Altho their work may not make them famous, they are rendering the greatest possible aid to their countries. They are the ones who raise and harvest the crops which feed and clothe their people. Willingly and faithfully they do this difficult work to which the most of them are unaccustomed. Those in the frontier districts are made to endure the added inconvenience of quartering soldiers. Not only do they give food and lodging to soldiers of their own country, but are compelled to see forces of the enemy destroying their property and making use of their homes. These women are indeed worthy of consideration and we trust that their respective countries may realize the value of their loyal service.

Altho to every European country, this war means a retarding of civilization and great losses, to almost every nation it probably means an advance for the women. Many gates which formerly were closed have been, by necessity, opened during the war. The war made it necessary that women fill the positions left vacant by the men and with this new work came the realization that they were equal to the men and should be treated as such. Spurred on by this knowledge, they began to break down the old barriers and establish new customs and laws. They formed organizations for public and national service and in so doing, learned the value of co-operation.

The most important of these organizations was established by Gertrud Bäumer, whose work is indeed praiseworthy. She maintained that as lives were being lost in such large numbers, it was necessary to protect the children of today in order to have any citizens in the future. The women of Germany did not know how to manage their incomes and provide the necessaries for their children. "They must be taught," said Gertrud Bäumer. Acting on this belief, she formed a society called the National Women's Service.

This organization consisted mostly of wealthy women of the upper classes. After studying the value of economy, they undertook to teach the other women. Their work was very successful and the value of domestic economy to the welfare of the country is now fully realized.

We realize how great are the sacrifices of the men who leave their homes to suffer the horrors of war, a great many losing their lives. We acknowledge that they deserve recognition and gratitude. Yet, is it not true that the women make as great sacrifices, always working with the same object in view, loyalty to their country and to their God?

Everlyn Anne Lester.

Americanism

"What is an American?" If this question were to be answered in the same way as "What is a Frenchman?" "What is a German?" "What is an Irishman," or "What is an Italian?" we should describe only a few red men on some small tracts of land known as reservations. However, this question does not have to be answered in such a manner, for an American may belong to the white, the black or the red race, although people from the latter are admitted to citizenship only on the condition that they are not supported by the government on reservations. Moreover the Americans' ancestors may have come from any other continent. There are some Americans who have their citizenship by birth-right and others who have become citizens through naturalization.

When we consider how many of the latter there are and how many people from other countries are still taking advantage of the privilege of becoming American citizens by naturalization, we begin to realize that there must be some very great advantages in possessing such citizenship. There are op-

portunities found in a land where the "Government," in the words of Abraham Lincoln, "is of the people, by the people and for the people," which are lacking in the countries from which most of our immigrants come, since under many governments the ruler is the one who derives the greatest benefit from the hard labor or intellectual gifts of the common people. At the end of the present war, no matter which side is victorious the greatest rejoicing will be among those high up in the government and not in the homes made desolate by the loss of those who never returned from the war.

In the United States of America conditions are very different from those found in nearly all of the other countries because each individual can claim as his own whatever recompense is derived from his toil. Perhaps in some cases it might not be considered ample and in others it might be thought of as exorbitant, but whether a man is underpaid or overpaid, in this fair land of ours, there are no burdensome taxes to take from the mouths of his children the bread which is rightfully theirs. Knowing that the benefit derived from their labors and increased efforts is their own, people exert themselves more and more and from this fact the American spirit of activity results.

To realize the great change which it is possible for the opportunities of this country to exert upon immigrants, we have but to study the history of the Irish-American people, who came to this country between fifty and a hundred years ago. At that time there were such tyrannical laws in force in Ireland that the people were discouraged from exerting themselves rather than encouraged to greater activity. But when these same people crossed the ocean to this land, where they could have for their own all that they were able to accumulate, they entered heartily into the pioneer spirit so rampant in the New World in those days.

But if the immigrant is to obtain so many advantages by becoming an American, what

should this nation ask him to give in return? At present no one can become a citizen of the United States until he has lived in this country three years. He must be able to read and it is necessary for him to pass an examination dealing with American history and government. He is supposed to forswear all allegiance to a foreign sovereign.

This last condition has been a necessary precaution at all times since our government began. In his Farewell Address delivered in 1796, George Washington laid stress upon the fact that it was the duty of Americans to beware of foreign alliances for he considered that such alliances were apt to lead to antipathy in one nation against another and to bring about war for slight causes. Similarly in 1914 after the beginning of the International War in Europe President Woodrow Wilson issued a warning to all Americans to refrain from expressing undue hatred or favoritism for any of the combatants. In a cosmopolitan nation like the United States there is danger of internal dissensions if loyalty for the stars and stripes does not far outweigh any love one may possess for some other nation.

While we think of the task of Americanizing our naturalized citizens, let us not forget that there are many American citizens by birth-right who are far from being ideal Americans. If more of the mill-owners and employers were ideal Americans the civic leagues and charitable organizations would not have such a task in Americanizing the employees of some of the large concerns, and we would hear less of the "Industrial Workers of the World."

The first president of our country, whose wisdom and high ideals were the foundation of the American Republic, gave us a warning against the baneful effects of party spirit when carried too far. Race prejudice should no longer exist in the United States, for by giving some of his people educational advantages, Booker T. Washington showed us how senseless it is to consider the black race

intellectually inferior to the white. Religious bigotry, un-American as it is, continues to this day to a certain extent among the ignorant, superstitious and narrow-minded. Because of the destructive effects such prejudice has on good government it is especially despised by true Americans and good citizens are always anxious to quell such a spirit wherever it appears.

George Washington also mentioned the danger of local patriotism subordinating love for the unity of our national government. This danger seems slight at the present day, for usually people who are the most sincerely interested in the welfare of their own locality are the most loyal citizens of the United States. But there have been cases recently when people in government positions have allowed loyalty for their own immediate localities to cause them to fail in their duty toward the national government. However, when voting on a question effecting his own vicinity an American should consider carefully the existing conditions in his own and surrounding places and the effect of such a measure on the community. Public spirited citizens of a municipality must necessarily be conscientious voters whether in voting on national or local questions.

The purpose of good government and therefore the purpose of good citizenship is briefly expressed in the Preamble to the Constitution of the United States as follows: "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America." How wise and farseeing those framers of our constitution must have been for with comparatively few amendments the original articles of the Constitution are keeping the nation happy and prosperous today, although the size

of the country has increased greatly both in territory and population, since thirteen struggling little colonies formed themselves into a union.

The ideal American voter appreciates the value of liberty made possible by good government, while the seeds of anarchy and socialism find no lodging in his heart. When casting his ballot in the selection of public officials to make or enforce laws, he realizes the seriousness of his act and votes for the candidates who, he thinks, will work most conscientiously for good government; such a voter never allows party lines or religious or race prejudice to baffle his better judgment or American broad-mindedness. But let us hope that all who have the right to vote may realize what a privilege that right is and exercise it to the best of their ability so that our government made up of individuals may, under the protection and guidance of God keep our nation happy and prosperous.

Ellen Elizabeth Callahan.

Music Credits in Secondary Schools

Is there any one thing more universally demanded by mankind than music? It is recognized as a harmonizing influence in the home; our churches demand it; we have it to enliven our pleasure and to assuage our griefs. Even the hospitals and sanitariums demand it as a soothing medicine for the sick.

In these enlightened times when educators are doing so much to assist the masses, the commercial view of education is becoming more and more dominating. Why should the state compel the parent to give a talented child a musical education at his own expense when there is offered a free business course; training in manual arts and many other subjects? Many pupils with exceptional musical ability are forced to drop their music in order to keep on with their other required studies

in high school. If music were a part of the curriculum and equivalent credit given for the amount of time spent in preparation as in French or Algebra, these pupils would have as fair a chance as those taking Agriculture, Household Arts or the college course.

Many people consider music a mere accomplishment like dancing. The time will come, however, when the pupils will demand credited preparation, when so many colleges are offering to allow credit in music.

About every high school spends one period a week for music which is usually chorus work. One period a week does not compare very favorably with the generous amount of time allowed many other subjects, no one of which may be of greater educational value than music.

Northampton High School was one of the first to establish advanced courses in music for which credit is granted. They have very thorough courses in Music Appreciation, Harmony and Voice Culture.

Some time will elapse before applied music comes to its own in high schools but in the meantime credit can be given pupils studying music outside, under private teachers. Some of the progressive Western States have tried this system. The Kansas City Plan has worked out very effectively. The plan followed is outlined in a Blue Book recently published by the Kansas State Music Teachers'

Association. It will be seen that this set of courses is not the work of a few idle moments, but the result of experience and earnest labor on the part of people who have devoted, and are yet devoting the best years of their lives to the study of music.

The great question of allowing credit for music in secondary schools is just as much a problem at Hopkins as in many other high schools, and people are beginning to realize more and more the importance of it.

When we think of some of the historical musical pieces as "The Marseillaise," "Die Wacht am Rhein," "The Wearing of the Green" and "John Brown's Body," the power of music to move men is obvious. If these pieces and the simple song of Burns' "Should Auld Acquaintance be Forgot," can stir the human heart and move masses of men, why shouldn't music be as important in school curriculums as any other subject?

Grace Etta Russell, 1916.

AGRICULTURAL NEWS

This is indeed a very busy season for the agriculture boys; each boy is caring for some project besides doing much farm work. The following is the list of boys and projects for the summer:

NORTHAMPTON COMMERCIAL COLLEGE

"The School of Thoroughness"

WHY NOT ENTER NOW?

The day school at Northampton Commercial College is in session from 9 to 12 and 1.30 to 4 every week day except Saturdays and legal holidays throughout the year. There is no long summer vacation. Its work is so arranged that students may enter at any time and graduate when competent. One who has failed to enter in the fall need not wait until the beginning of the next school year. The demand for trained workers continues throughout the year and those who enter now will be ready for positions months earlier than if they should wait until September.

JOSEPH PICKETT, Principal.

76 Pleasant St., Northampton, Mass.

Myron Gale, '16, 2 acres of corn, 4 pigs, and 1-2 acre of mangels.

Frank Kokoski, '17, 1-10 acre of onions, 1-2 acre of corn, 30 fruit trees.

Edw. Fydenkevez, '17, 6 hens, 40 to 50 chickens, 8 fruit trees, 1 pig, 1-20 acre kitchen garden.

Kenneth Norton, '17, 1-20 acre of potatoes, 40 fruit trees, 3-4 acre of corn.

Fred Heiden, '18, 15 fruit trees, 1-7 acre of small fruit, 1-2 acre of corn.

John Bishko, '18, 1-8 acre kitchen garden, 1 acre of corn, 8 pullets, and 1 cockerel, 1-10 acre of berries, 39 fruit trees.

John Devine, '18, 2 pigs, 1 acre of corn, 1-10 acre of onions, 8 fruit trees.

A. Johnson, '18, 22 apple trees, 60 currants, 1-4 acre of potatoes.

Roger Johnson, '18, 22 fruit trees, 1-2 acre of corn, 60 currants.

Carl Whitaker, '18, 33 fruit trees, 12 pullets, 1-4 acre of sweet corn, 1-4 acre of potatoes.

George Pichette, '18, 3-4 acre of onions, 5 fruit trees.

Joe White, '19, 6 hens and a cockerel, 30 chicks, care of 5 horses, 1 cow.

Joe Tudryn, '19, 6 hens, 1-10 acre of onions, 16 small fruit trees.

Joe Szafer, '19, 55 hens, 1-10 acre of onions, 25 fruit trees.

John Pekala, '19, 1-2 acre of corn, 1-10 acre of onions.

J. P., '18.

ATHLETICS

Track Meet at S. A. S.

On Friday, June 9, Hopkins academy received word of a track meet to be held at Smith "Aggie" that afternoon.

Hopkins academy was to take the place of the Holyoke Vocational school which was unable to come. On this short notice Hopkins was able to send only about fifteen men, most of whom were not in practice; however,

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JOHN W. NUGENT, Registrar.

as a good time was expected this did not deeply effect the boys.

The program was as follows: broad jump, high jump, sack race, 1 mile relay, shot put, 100 yard dash, running broad jump, 1-4 mile race and potato race.

The Hopkins boys were able to gather 26 points against Smith "Aggie's" 54.

The 1-4 mile race was a walk away for A. Johnson, who was the only Hopkins man winning a blue ribbon. The 1 mile relay was won by Smith "Aggie;" however if Scanlon had not had an unlucky fall at one of the sharp curves, the result might have been different.

Phillips in jumping off a tie for second place in the running broad jump not only beat his opponent but also surpassed the winner's record by several inches.

Taking it all in all, Hopkins should be able to develop a strong track team before next fall, when a field day is proposed by Smith "Aggie," which will include Smith "Aggie," Williamsburg, Deerfield and Hopkins. If this is carried through it may be the beginning of an annual field day which would start a rivalry among the schools of this section.

Practical Idealist

Teacher: Now, Charles, what beautiful phenomenon is to be seen frequently when the sun shines while it rains?

Charles: Umbrellas.

Just Like a Boy

"Bobby," inquired the mother, "did you wash your face before the music teacher came?"

"Yes'm."

"And your hands?"

"Yes'm."

"And your ears?"

"Well, ma," said Bobby, judicially, "I washed the one that would be next to her."

The Limit in Politeness

A certain professor is unusually courteous, both in and out of the classroom. One day he made a bonfire, says the New York Sun, in his back garden. The flames, creeping rapidly thru the dry stubble, frightened

him, and he believed his house was in imminent danger. So he ran wildly down the street, crying at the top of his voice:

"Help! Fire! Fire! Help!"

And then, as if thinking himself too abrupt and urgent, he politely added, so his neighbors say:

"That is, all those who can conveniently do so."

Humiliating

The professor was given a banner to carry, but in spite of the entreaties of the marshal, refused to open it, but marched the entire distance with it furled. When he got home his wife accosted him:

"John," said she, "why on earth didn't you unfurl your banner?"

"Had you seen what it said on that banner?" retorted John.

She admitted she hadn't.

"Well, this was the inscription: 'Men can vote. Why can't I?'"

They All Do

When he finished his freshman year he thought that he would begin as far down on the commercial ladder as first vice-president, for he knew that by hard work and application he could fight his way to the topmost rung.

When his sophomore year was over he believed that it would be really the best for him to go in as Western field-manager. A taste of the west would do him good, anyhow.

When he had completed the junior year he decided that he would be content to accept the position of chief clerk, as a future president should know all the details of his business.

When his degree was given him he went out and applied for a job, just as anybody else would.

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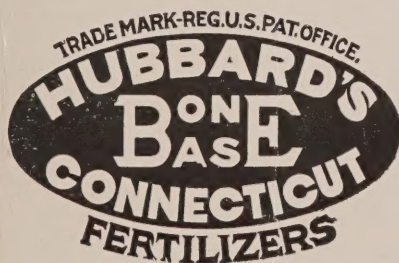
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C—k, translating Vergil: I am eager to show your future ancestors—!

The watchword during the time when the bell wouldn't ring: Never mind the bell—listen for the feet-steps.

Smart Junior: A man was electrocuted in Holyoke the other day.

Mr. Burke: Is that so, how?

S. J.: He stepped on a cooky with a currant in it.

Mr. Burke: Well, we strong men from Holyoke have to have pretty strong food you know.

Too Early

One raw February morning, Prof. Moses Cait Taylor, then instructor in the University of Michigan was calling the roll of an eight o'clock class in English.

"Mr. Robbins," said he.

There was no answer.

"Mr. Robbins," in a slightly louder voice. Still no reply.

"Ah," said Prof. Taylor, with a quiet smile, "come to think of it, it is rather early for robins."

As Others See Us

Teacher—Well, Jimmy, what is a witch?

Jimmy—A witch is like a real old maid what ain't got no husband.

Teacher—Why, Jimmy, and Miss Gray assumed a coquettish air, do you think I am a witch?

Jimmy (excitedly and apologetically)—Oh! no, ma'am; you're more like a fairy grandmother.

In Passing

"Professor, this is the first time this year I have seen you downtown without your overcoat."

"I know it; I couldn't get it out of the pawnshop."

"You couldn't! Why not?"

"It wasn't there. Good day."

Very Simple

Teacher: Those twin boys of yours are so much alike that I don't see how you can tell them apart.

Parent: That's easy enough. When they're on their good behavior they answer to their own names, and when they've been in mischief each one answers to the name of the other.

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